

Findon Valley Free Church Pre-School

Inspection report for early years provision

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Inspector Shan Jones

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Description of the setting

Findon Valley Free Church Pre-School was registered in 1964. The pre-school is a registered charity that is run by the church committee. It operates from the main hall within the church, which is situated in Worthing, West Sussex. The group have access to one large hall and toilet facilities, and there is a secure outdoor play area. A maximum of 26 children aged from two to the end of the early years age group may attend at any one time. The nursery is open five mornings a week, from 9am to 12 noon, term time only. Additional sessions are available on a Wednesday and Friday from 12 noon to 2.30pm. There are currently 36 children on roll. The setting is in receipt of funding for the provision of free early education to children aged three and four years old. The setting supports children with special educational needs and/or disabilities, and children who speak English as an additional language. The setting is registered by Ofsted on the Early Years Register. There are currently nine staff working with the children. Of the staff team, eight hold relevant early years qualifications, and one member of staff is unqualified. The nursery receives support from the local authority early years mentor.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school staff are a dedicated, enthusiastic and experienced team. They work together very well, putting the needs of children first. As a result, all children enjoy a happy and positive experience, are well cared for and kept safe. The learning environment and documentation is mostly well organised to meet children's needs and promote their development in all areas of learning. The manager and staff have established good relationships with parents, which help children's development and promotes inclusion. Effective partnership with the local school enables a smooth transition process on entry. All adults involved in the care of the children are committed to self-evaluation and demonstrate a good capacity for continuous improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further the range of resources that encourage children's access to information technology
- improve the record of risk assessment to include all assessments of risks for the premises .

The effectiveness of leadership and management of the early years provision

The manager and staff team work well together as a motivated and cohesive team. They share a commitment to offering the best possible care to the children. They place a high priority on the safety and welfare of the children. Children are safeguarded by the staff's good knowledge and understanding of their duty to protect children from harm. Staff are confident about who to contact if they have a concern about a child in their care, as safeguarding procedures are shared with staff and parents. Safety procedures are rigorously monitored to keep children safe at all times; for example, staff consistently record accidents, existing injuries, and medication administered to children. The setting completes written risk assessments and visual checks each day to ensure the children have the freedom to explore and develop skills within a safe and secure environment. However, the risk assessment record does not accurately reflect all possible hazards, to help towards keeping children safe. This does not affect the children's care as the staff team are vigilant in their supervision of the children. Additionally, access to the premises is strictly monitored, and the system for recording visitors is consistently maintained to accurately record persons present in the setting.

The manager recognises the importance of staff embracing training opportunities to improve outcomes for all children. Parents' views have been sought through questionnaires, and their replies have helped the manager to identify strengths and weaknesses, with the aim to improve practice. All actions and recommendations from the previous inspection have been securely met to improve the service and enhance the outcomes for children. Clear policies and procedures, known to all staff and shared with parents, are regularly reviewed and updated to ensure the efficient management of the setting. Effective staff deployment means that all children are well supervised and supported. Since the last inspection, the manager and staff team have worked hard to enhance the learning environment. There is a good range of toys and resources available throughout the pre-school, which is well organised to allow children to make spontaneous choices and extend their own play and learning. Children are involved in the planning and readily discuss activities that are available, as staff consult them during each session. They are also actively involved in the purchasing of new equipment as they choose their preferred 'pirate ship' from various catalogues. Children learn to value and respect people's differences through the celebration of traditions and festivals, and regularly access resources that positively reflect race, gender and disability.

There is a positive relationship between staff, children and their parents. Staff regularly share information with parents using the notice board, newsletters and daily feedback, in order to keep them up-to-date about the care of their children. Parents are invited to contribute towards their child's learning and share observations of their child's achievements at home. Parents comment that they feel the staff team are brilliant and they cannot fault them. They particularly appreciate the highly effective settling-in arrangements that ensure children's individual needs are met. Staff work closely with relevant agencies to produce and implement individual educational plans, to ensure that children are very well supported in reaching their full potential. This ensures positive and effective

interventions to support the children's welfare and learning. Good links with local schools ensure the continued progression of children's care, learning and development. Positive relationships have been established with other professionals, such as speech therapists, providing additional support for the children where necessary, and ensuring the equality of provision.

The quality and standards of the early years provision and outcomes for children

Children are made to feel welcome because staff and children greet each other enthusiastically on arrival. They separate from their parents with confidence and quickly settle into pre-school, immediately seeking their friends. Children are supported well by experienced staff who have a secure understanding of the Early Years Foundation Stage. They are aware of children's individual needs and interests, and effectively challenge and support them to achieve good outcomes. Staff observe, monitor and evaluate children's play. Planning is sufficiently flexible to allow for spontaneous events so that staff can respond to children's ideas and interests. For example, the plans were adapted to focus on road safety because this was identified as an area children needed to revisit. Children explored all aspects of keeping themselves safe whilst out, in a fun and creative way, whilst staff instilled vital messages. Staff explain why rules are needed and discuss with children how to manage the bikes in the outdoor area successfully. Children are familiar with, and regularly take part, in fire evacuation drills. These measures reinforce children's sense of security and safety in the setting.

Opportunities for mark-making are incorporated into daily planning and children explore early writing skills with paint, crayons and large scale chalking. Children begin to recognise their name and the names of others, as there is a self-registration system in place first thing in the morning and at snack time. Staff sit with the children; they join in and ask questions that help them to think for themselves, and encourage their language and listening skills. Children count in everyday activities, such as a head count for the number of children present at registration. Creative activities incorporate identifying numerals and matching these to the corresponding number of animals. Children are proficient at these games and are eager to learn; staff ensure everyday, incidental opportunities are used to their full effect to promote children's learning. They have great fun during music and movement sessions, which expose them to action songs, rhythm and rhyme. Children gain an understanding of the wider world through the good supply of resources, projects, topics and celebrating festivals. They have access to telescopes and work tools for discovering how things work. However, children do not always have daily access to information and communication technology to further support their learning.

Procedures to prevent cross infection are in place; for example, staff clean the tables before children eat their meals. There is a sick child policy in place, and children routinely clean their hands before snack and before eating their lunch. Children's health and well-being is further enhanced as they develop healthy eating habits. Staff effectively help children to begin to understand the value of fresh fruit

and vegetables. Children enjoy planting tomatoes, strawberries, peas and potatoes, and have great fun watering the plants outdoors. They harvest their crops and cook and eat them. A group of children engage in a lively discussion together about their preferred tastes, with the strawberries being a keen favourite.

The opportunities for physical activities outside are wide ranging. Children have regular access to the outdoors in all weathers, and they relish these opportunities. They ride bikes, scooters, climb and scrabble. Children experience the feel and texture of dry sand on their toes. They explore water, experimenting with capacity and volume as they fill and empty containers. The use of magnets in the water adds another dimension to children's learning, which challenges their thinking and questioning skills; staff encourage this by actively joining in with their play. Children are well-behaved and respond well to staff. This is due to the caring and consistent attitudes of all the staff with respect to dealing with issues of unwanted behaviour. Children show a sense of achievement as the staff constantly praise them in front of others.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 2 |
| The capacity of the provision to maintain continuous improvement | 2 |

The effectiveness of leadership and management of the early years provision

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| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| The effectiveness with which the setting deploys resources | 2 |
| The effectiveness with which the setting promotes equality and diversity | 2 |
| The effectiveness of safeguarding | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 2 |
| The effectiveness of partnerships | 2 |
| The effectiveness of the setting's engagement with parents and carers | 2 |

The quality of the provision in the Early Years Foundation Stage

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| The quality of the provision in the Early Years Foundation Stage | 2 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 2 |
| The extent to which children achieve and enjoy their learning | 2 |
| The extent to which children feel safe | 2 |
| The extent to which children adopt healthy lifestyles | 2 |
| The extent to which children make a positive contribution | 2 |
| The extent to which children develop skills for the future | 2 |

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